Learning Conversation Notes					
Name of Partner:	Date: July 26, 2005				
PCOE Childcare					
Number of Children Served:	Ages: 0 yr (144), 1 yr (319), 2 yr (697),				
3934	3 yr (1226), 4 yr (1265), 5 yr (283)				
When Served:	Gender:	Ethnicity:			
July 1, 2004 to June 30, 2005	2071-Male	3754 - Caucasian			
	1863-Female	050 - African Amer.			
		339 – Hispanic			
		032 – Alaska/Native Amer			
		059 – Asian			
		025– Pacific Islander			
	139	— More than 1 ethnic origin			

Conversation Participants: Sherry Jones, Mickey Eichenhofer, Pauline Vlamis-Cowan, Darcy Roenspic, Jeannette Lovejoy, Francine Nunes, Catherine Goins, Don Ferretti, Nancy Baggett, Heidi Kolbe, Janey Crider

Outcomes:

- All children will have access to high quality child care, enabling them to reach appropriate developmental milestones and have special needs identified as early as possible, so that they are learning and ready for school.
- Childcare providers in Placer County are empowered and knowledgeable about quality child development and utilize the industry network to sustain this knowledge and also mentor others who are caring for children.

Performance Measures:

- Demographics (number of 0-5 served by gender, age, ethnicity, and when services were provided).
- The number of recruited childcare providers who become licensed and/or accredited (or in the process).
- The number of participants and their affiliation (provider, parent, etc) attending each training, along with the number of providers actually providing these trainings.
- The number of mentors and protégés recruited and trained, along with the number of childcare providers they have each assisted.
- Number of children referred to other services (by type of service) as a result of early identification of special needs, along with referral outcome.
- Assessment scores of the environmental rating scales administered to providers.
- Results of provider surveys measuring sustainability of knowledge gained through trainings and how it has been applied to affect the quality of care of children they are directly serving.
- Pictures & stories directly relating to the program's outcomes.

What is this data telling us about achievement of outcomes?

Data indicates that many children of diverse cultural backgrounds and ages are impacted (have had the opportunity to benefit from this program).

What is this data telling us about achievement of outcomes? (Con't)

Quality childcare has been made accessible due to the successes in recruitment, training, licensing and accreditation.

Use of the lending library has grown dramatically and is not just used by providers any more. New users include parents and other centers such as Montessori, pre-school / kindergarten teachers, and home childcare providers.

The need for early intervention is being identified, allowing staff to take appropriate action at a more opportune time for the child.

ASQ information is more accurate and results are more effective with parent participation

The environmental rating scale gives providers the full range of what makes a good environment for childcare and provides a tool to illustrate what quality means. When the resource specialist works through the tool together with the provider in a learning mode, providers are more willing to listen and make the needed changes.

Prior to the FDCRS survey, many providers were working at a minimal (3) level (scale is 1-7, 7 being excellent). After the assessment, which is also a learning tool, the providers are more knowledgeable about what the environment should be. The overall environment for the 85 new recruits improved to adequate (4) level. This indicates that there is still more room for improvement. Many recruits are motivated to continue trainings and make these improvements.

There has been an increase in center staff participation in workshops, which has brought participation level equal to family childcare participation.

Approximately 40% of the parents who attended the training are interested in providing quality childcare in the future.

Approximately one-seventh of the 797 attendees at the workshop training were Spanish speaking. There were specific classes held in Spanish.

In what ways will we apply what we have learned from our data?

Childcare providers are contacting resource teachers directly and more frequently. Also, providers licensed in previous years are continuing to request ASQ and utilizing the resource teachers. This speaks to sustainability.

PCOE can provide two ASQ's (one to the parent) in order to increase the accuracy of information. And provide a communication tool.

Hold more ASQ trainings to increase the use of the ASQ with providers.

In what ways will we apply what we have learned from our data? (Con't)

There is a real need for infant/preschool childcare as well as childcare for non-regular hours (evenings and weekends). So when recruiting, non-regular hours and infant/preschool childcare is emphasized to meet the needs of all working parents.

Need to look at the data regarding childcare openings and use the needs assessment to help determine where the need is geographically.

The availability of bilingual providers was key in making childcare more accessible for the Hispanic population. Eight new Hispanic providers have provided more options for parents.

Data captured in the future on the FDCRS evaluation will reflect the full rating scale of 1-7 and include the definitions of each rating.

Anecdotes from the surveys indicate attendees are learning, and sharing information and materials.

Other points that were made during the conversation:

They are using a preprinted sheet for updating provider data to avoid duplication in collection of demographic data. This may be an option for other First 5 Partners.

There is now an official MOU established with ECRSP.

FDCRS rating scale not only rates the physical environment, it also rates the provider/child interaction.

Look at turnovers of providers and question why they are leaving the field. This could lead to changes in strategy and possibly affect time and resources.

CARES program is now required to use the FDCRS tool, which can impact childcare providers participating in the CARES Program.

Workshop attendees are asking for more workshops. Some topics noted are behavior management, Robert McKenzie seminar, kindergarten readiness, special needs, curriculum activities and brain development.

Next Steps:

Eliminate the children over age five from the data for the next learning conversation.

Reporting of the data should be consistent from one learning conversation to another to enable comparisons more readily. Additionally previous learning conversation notes should be reviewed.

Group anecdotes by themes. See Mike's email for more clarification.

PCOE will work with Mike by Nov 1, 2005 to develop a question around the sustainability outcome to be asked on the annual provider survey.

Report the data gathered on number of children with minor gaps - referred to Resource Teacher.

Report on number of children referred to Resource Teacher.

Next learning conversation January 24, 2006 at 8:30 am - 12:00 pm.